DOCUMENT RESUME

ED 362 999 EA 025 374

AUTHOR Willis, Dahna R.
TITLE School Age Center Connections: Site-Based Management Strategies for Implementation of Quality Programs.
PUB DATE Oct 93
NOTE 75p.; M.S. Practicum Report, Nova University.
PUB TYPE Dissertations/Theses - Practicum Papers (043) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Collegiality; Cooperative Planning; *Day Care; Elementary Education; *Needs Assessment; *Organizational Climate; Organizational Communication; Professional Development; Program Evaluation; *Staff Development

ABSTRACT

This paper describes the outcomes of a practicum that initiated site-based-management strategies to support the consistent implementation of a quality school-age child-care program. Implemented at a multisite child-care center, the program sought to enhance staff members' job satisfaction and maximize their opportunities for professional growth and development. Program activities included scheduling based on individual staff availability and constraints; reimbursement for preparation time and ongoing training activities; increased participative decision making; improved organizational communication; regular feedback, coaching, recognition, and affirmation; and a cooperative network coalition. The program was evaluated by pre- and post- staff questionnaires, documentation of staff attendance at professional-development activities, and analysis of staff's journal entries. Findings indicate that working together as site teams produced increased job satisfaction and enhanced overall program quality. Recommendations are made to: (1) prioritize need assessment within each program component and within the context of individual program locations; (2) clearly define the program's goals and provide participants with autonomy to achieve those goals; and (3) conduct periodic formative and summative evaluations. Appendices contain evaluation forms, checklists, staff training records and calendar, the program objectives, and the implementation plan. (LMI)

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School Age Center Connections: Site-Based Management Strategies for Implementation of Quality Programs

by

Dahna R. Willis

Cohort 51

A Practicum Report Presented to the
Master's Programs in Child Care, Youth Care,
and Family Support
in Partial Fulfillment of the Requirements
for the Degree of Master of Science

NOVA UNIVERSITY
1993

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Abstract

Developing site-based management strategies for the implementation of quality programs in school age child care centers. Willis, Dahna R., 1993: Practicum Report, Nova University. Master's Program for Child Care Administrators. Descriptors: School Age Day Care/After School Programs/ Latchkey/Extended School Day/Program Development/Program Effectiveness/Program Implementation/Program Improvement/ Communication Skills/Career Choice/Organizational Climate/ Employee Attitudes.

Due to a program model totally reliant upon part time staff, the school age centers were faced with numerous management challenges. Scheduling conflicts and limited training and professional development opportunities characterized programs of inconsistent quality.

The author designed and implemented a series of strategies which enabled a more responsive staffing pattern, enhanced staff morale, and encouraged professional growth development. The strategies began by staff completion of survey assessment tools. Further action strategies included responsive training sessions and the successful organization of a professional support coalition.

The responses to the strategies were most positive. All strategies will be continued throughout the program year. The staff developed increased professional esteem and evidenced greater skill in teamwork including cooperative planning, joint decision making and problem solving by consensus. The training assessment served as the framework for a comprehensive staff development plan. The network coalition initiative has successfully engaged professionals from across the state. The site-based management strategies fostered quality improvement indicators throughout the program. Appendices include sample surveys, assessments, journal entries and coalition data.

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Chapter 1

INTRODUCTION AND BACKGROUND

A multi-site school age center program, operating under the auspices of a not-for profit community agency, served as the practicum setting. Funding for the program was derived from parent fees, government and private foundation grants, purchase of service contracts, fund-raising and special events, donations and contributions, and United Way support.

Offering a much needed service to children and families, the six school age centers of this program were housed in neighborhood public elementary schools and utilized shared space areas. These state licensed sites offered weekday sessions, during the academic year, before school from 7:00 a.m. to 8:30 a.m. and after school from 3:00 p.m. to 6:00 p.m. Full day programs were offered during holiday breaks and during the summer months.

Enrollment capacity varied from 32 to 60 children per site, serving a maximum multi-site capacity of 228 children, from kindergarten through sixth grade. The boys and girls in the program represented diverse socio-economic and cultural backgrounds: 49% male, 51% female, 63% African American, 36% White, 1% Other. 85% of the enrollees were under 10 years of age. Families chose from a variety of attendance patterns to meet their specific needs, including morning session only, afternoon session only, or both sessions and could also elect to register for daily or weekly enrollments.

Full time program management staff included the Division Administrator, a Program Director, a Program Assistant, and

an Administrative Assistant all of whom were based out of the Division Office. The Program Director and the Program Assistant positions facilitated ongoing exchanges with the site based programs; these interactions occurred via regular site visits, teleconferences and site meetings. Two part-time clerical support staff also attended program needs. Each program location was assigned a Site Director and a number of Site Assistants, determined by the actual enrollment and adult-child ratios of 1:10. All of the 24 direct line staff were part-time employees, assigned to specific program locations, and working planned schedules. Each staff member was required to have a relevant academic and/or experiential background to assure a balance of theoretical and practical knowledge regarding the needs and interests of school age children.

With over 15 years of experience in the fields of education, government and health care, the author was employed as the agency Child Care Division Administrator. Directing the design, implementation, and evaluation of the early childhood and school age center programs, the author assumed administrative responsibility in the areas of finance, human resources, marketing and public relations, facility operations, compliance with licensing and accreditation standards, and program expansion and development. Daily operation of the program was the task of the Program Director, who supervised and supported the Program Assistant and Site Directors, as well as the Site Assistants.

Chapter 2

THE PROBLEM

Problem Statement

A statement of philosophy, methodology and goals existed, delineating program standards, yet the implementation of a quality school age care program lacked consistency from site to site. While each site was unique in its location and composition of program participants, a split-shift operating schedule, offering limited employment hours, was common to all sites. The agency sought to employ professionals who were willing or able to accept part-time employment. Scheduling conflicts, limited and inconsistent staff involvement and fragmented support mechanisms frequently plagued program operation. The initiation of a staffing model which addressed the operating schedule, fostered and affirmed active staff participation, and offered consistent professional support was essential to consistent programming.

While a variety of training opportunities were offered to program staff, no formal system was in place to assess individual or site training needs. A Site Management Binder, containing program policies and procedures, licensing regulations, and other relevant resource information was available at each location. No method existed, however, to assure that all staff have the skills and knowledge to implement procedures, comply with regulations, and utilize the resources. The development of a comprehensive plan was needed to address the multiple professional development needs of the staff.

The management structure of the program was in a state of evolution, moving from an autocratic to a participatory style of operation. Many of the long-term staff continued to use implementation strategies, initiated under a previous administration, which focused on control and rules. More recently employed staff were attempting interactions based on a collaborative design. The conflict between control and collaboration resulted in inconsistent site operations. A paradigm shift was needed to redefine roles and offer interventions for the actualization of site-based management.

Documentation

Operating on a split-shift schedule and employing a predominately part-time staff greatly affects the quality and consistency of the school age care programs. Professionals who are seeking part-time employment are limited in number. Personnel records from the recruitment effort of fall 1992 verified that the number of applications received barely exceeded the number of positions to be filled. Staff consistently reported frustration at the restrictions and limitations inherent in a program which was only able to offer part-time opportunities. 80% of the staff worked second jobs or attended classes in addition to working in the program. This contributed to individual and program stress levels and decreased morale (Percy and Darrah, 1991). Limited availability of part-time staff affected the site and program schedules. Sites often had different staff rosters daily which necessitated frequent regrouping and called for consistent support mechanisms which were not in place. Turnover

rates were high, reaching 30% in 1991, significantly impacting quality operations. The staffing model had not been designed to prevent these issues.

No individual or site training needs assessments were completed on a formal or ongoing basis. In response to the 1991 revision of the Missouri Division of Family Services Licensing Rules for Group Day Care Homes & Child Day Care Centers which required 12 annual continuing training hours for each staff member, an informal survey indicated that the majority of the staff had pursued such training from a fragmented approach, with little direction and even less sense of accomplishment. A Site Management Binder, developed as a resource manual for policies and procedures and other program relevant information, was faithfully utilized by some sites and ignored by others. Record keeping and documentation was completed in an inconsistent fashion. The instructional component of staff development had been addressed in a sporadic fashion and yielded sporadic results. The equally important social and inspirational components of staff development (Baden, Genser, Levine and Seligson, 1982) had received some attention in the form of individual conferences, staff and group meetings, and opportunities to participate in workshops and seminars. However, attendance reports and enrollment forms indicated that there had been limited participation in these events. At a Division staff meeting in the fall of 1992, 100% of the staff concurred that ongoing training was needed in order to skillfully facilitate school age programs. The absence of a dynamic staff development plan, with a schedule for implementation and evaluation, had a negative effect on staff morale, and consistency of multi-site programming.

As the management structure of the school age programs evolved from an autocratic style to a participatory style, staff were required to work together in groups and as teams. The significant daily variance in staff teams from site to site increased the complexity of this task. The extreme diversity among staff was, at once, an attribute and a challenge. Program staff was composed of 26% male, 74% female, 35% African American, 62% White, and 3% other cultures. 65% of the staff were director-qualified which, according to local licensing standards, required completion of 60 college hours, including 12 program specific hours. 30% of the staff had earned a minimum of a baccalaureate degree; seven of this group were pursuing graduate degrees. Length of employment in the program ranged from three months to eight years. Control and turf issues continued to be evident in staff meetings and program activity reports. Too little emphasis was placed on relationship-building and collaboration (Kagan and Rivera, 1991) to facilitate shared leadership and program success.

Analysis

In response to the need for before and after school care across the community, the practicum setting operated multi-site locations in the neighborhood public elementary schools, offering early morning and late afternoon programs. Operating for approximately 25 hours per week during the academic year and 12 hours per day during conference, holiday, and vacation breaks, the program was dependent upon a part-time staffing model. Few of the staff were available to work each morning and afternoon which resulted in a patch-

work-like schedule and contributed to the constant change in composition of site teams. Percy and Darrah (1991) reflected on the problems inherent with such a model including the issues of complex scheduling patterns, minimal preparation time and lack of inclusion in the planning process. These concerns contributed to low staff morale and high turnover in the practicum setting. There were no full-time staff assigned to individual sites. Recruitment and retention of staff was quite difficult (Stuck, 1992) as professionals who found working with school age children to be challenging and rewarding were faced with the dilemma of placement in a setting which offered little opportunity for full-time employment or career advancement. School age child care professionals are often characterized as working in isolation, with minimal recognition or support (T. Ballas, personal communication, October 8, 1992). This complaint was clearly registered by some of the staff employed in the practicum setting. Although the school age center programs were part of a larger community agency, there were no additional funds available to support additional staffing hours or increased compensation and benefits. In the absence of financial resources to effect a change, an alternate strategy to foster job satisfaction included fostering an organizational climate which was positive and motivating, encouraging communication, inclusion, equity, and affirmation (Smiar, 1992). A revision of the staffing model would afford support strategies (Neugebauer, 1991) which would make the part-time setting a more attractive and viable career option (Besley, 1989).

Until October 1991 there were no licensing requirements in place regarding ongoing annual staff training. The practicum setting had continually offered pre-service and in-service sessions, but no systematic assessment of training needs nor evaluation component had contributed to the formulation of a structured staff development plan. Alexander (1984) points out that appropriate staff training must include instruction in and exposure to a diverse spectrum of skills and knowledge, not the least of which is an understanding of the specific interests and needs of school age children. In the summer of 1992 a search was conducted to identify a comprehensive information resource to use as a tool in preparing the school age program staff for the accreditation process. Developmentally Appropriate Practice in School Age Child Care Programs (Albrecht and Plantz, 1991) and Quality Criteria for School Age Child Care Programs (Albrecht, 1991) were selected as base line documents for staff training. These publications afford consistent guidelines for licensing, certification and accreditation. Although these documents were included in the Site Management Binders at each location, practicum staff indicated no familiarity with this important information. The Site Management Binder, designed to be used daily as a resource and reference guide, had not proven to be of consistent value. No training was offered in methods of using this tool; updating and augmenting the contents along with development of an action plan for use was merited.

A clear understanding of the many components which contribute to the successful operation of multi-site school age programs is essential to any director or administrator (K.

Adams, personal communication, November 22, 1991). Running the gamut from licensing and liability to policies and procedures, from human resource issues to the acquisition and distribution of materials and supplies, from the blessing and curse of shared space (Lyden, 1989) to the involvement in curriculum planning and site-based management, daily operations offer a complex challenge. This challenge extends to all members of the staff team. In order for every staff member to be issue-aware and skillful in the execution of a consistent quality program, education, training and support must be carefully planned (Garfat, 1992). Responding to the complex needs of individuals and site teams, staff must be aided in their efforts to see themselves as a community of learners where continuous professional growth is an opportunity and an expectation. This can be accomplished through the design and initiation of an inclusive staff development plan. Strong pre-service, orientation and in-service training will foster program consistency and enable more career tracks (Stuck, 1992).

The shift in management style at the practicum setting had been initiated agency-wide by the Chief Executive Officer in 1990. The slow paced evolutionary process was plagued by a strong resistance to change. The autocratic management structure had so long been in place that it was difficult to perceive programs operating in any other fashion. Staff members had not embraced change as an opportunity for growth. However, there was abundant evidence within the agency (J. Burns, personal communication, October 6, 1992) that systemic change was necessary and beneficial. The participatory style of management accommodated a diversity of

learning styles and multiple intelligences. The famine of time made it very difficult to engage all staff in participatory leadership (J. Hauter, personal communication, May 1992). Practicum staff had limited exposure to group processing or team building exercises. The opportunity for actual involvement in program planning and decision making was dependent upon high communication characterized by candor and trust (M. Robinson, personal communication, October 1992). The development of strengths in and across work teams was not forthcoming due to the complexity of staffing patterns; provision had not been made to enable staff to respond to the changing management structure in ways that were consistent with stated values and expectations.

A multiple point of view (Langer, 1990) was needed to replace single-level thinking and to effect a paradigm shift. Role definition had not been clearly established in the change process (P. Axtell, personal communication, March 1990). Appropriate interventions to foster collaboration were needed to support the movement toward site-based management and more consistent program operations.

Chapter 3

SOLUTION STRATEGY

The need for quality before and after school care programs is evidenced in communities across the nation and continues to escalate annually (Seligson, 1984). With this growing need for good programs comes the companion need for quality staff. Fitzharris (1991) contends that attracting, selecting and maintaining personnel is the most difficult task facing administrators today. The constraints offered in a part-time staffing model (D. Wells, personal communication, September 22,1992) make the challenge even greater. Smiar (1992) underscores the importance of effective recruitment and retention and notes that a lack of support is often a factor in staff separations from the job. There is general agreement that job satisfaction will increase, in school age programs, if staff are made to feel respected and valued.

Programs which are sensitive to the unusual context in which most school age care programs operate clearly recognize and respond to the specific needs of a predominately part-time staff. Some programs offer paid preparation and staff meeting time (B. Vento, personal communication, April, 1992) while others see value in offering pro-rated benefits and vacation time (S. Kuhn, personal communication, November 23,1991). Other forms of professional support which are present in multi-site models include reimbursement for conferences and workshops (Percy and Darrah, 1991) and recognition and affirmation for achievement of performance goals

and objectives (J. Nenninger, personal communication, June 1992). Ongoing pay increases for increased education and experience is another form of support actualized in many school age programs. While there is shared concern for how to most effectively staff these part-time programs, some administrators have relied on partnerships with community agencies to fill in gaps in scheduling and to enrich the overall program quality (Baden, Genser, Levine and Seligson, 1982). Additional supports for part-time staff have been creatively designed in the form of buddy or mentor systems (Sisson, 1990) which boost morale while increasing the stability of the staff. Curriculum that gives special attention to the specific skills or talents of staff is one of the common methods of encouraging staff involvement in the planning process (B. Farnsworth, personal communication, October, 1991). Having clearly defined personnel policies and procedures, as well as specific job descriptions is critical to supporting staff in their execution of a quality program (D. Blakney, personal communication, June, 1992). Systems for ongoing feedback and regular evaluation are also believed to be critical support mechanisms for school age child care professionals.

Experts agree that appropriate training of staff is a prerequisite to the successful operation of any quality school age child care program (Albrecht, 1991). Further recommendations include conducting at least an annual assessment of training needs to most clearly identify strengths and weaknesses among program staff. In order to adequately address the instructional, social and inspirational components of a dynamic staff development plan,

Baden, Genser, Levine and Seligson (1982) note that systems must be effected to schedule regular staff meetings and program or topic-specific meetings, ongoing conferences between direct-line staff and supervisors must be held, parent and staff interactions must be facilitated and regular social events must be offered. On-site and in-service training is a way in which staff members can participate in and facilitate training at the same time.

The importance of active membership in standard-bearing organizations is underscored as having tremendous value in a profession where there are limited opportunities for professional collaboration and networking (S. Rosen, personal communication, October 9, 1992). The National School Age Child Care Alliance is offering coalition-building workshops across the country to foster an understanding of the need for and value of professional support. Technical assistance staff are being employed in a variety of agencies and positions and bring much needed guidance and information to a variety of school age program models (S. Biver, personal communication, June 15, 1992). At individual program locations and at multi-site operations, team building and participatory management are becoming more common (S. Zwolak, personal communication, September 14, 1992) and many agencies are offering workshops to facilitate interpersonal skills and collaboration (K.V. Berkel, personal communication, April 1992). School age child care staff, while working such difficult schedules, need to have a climate for growth and development as might be fostered in a participatory site-based management structure.

Goals and Objectives

The goal of this practicum was to initiate site-based management strategies to support consistent implementation of quality school age child care programs.

Practicum objectives to be accomplished during the 10 week implementation period included:

1. To meet at least one stated professional need of each of 12 individual staff members (50% of direct line staff). through the implementation of a revised staffing model.

Attainment of this objective was measured by comparison of questionnaire results, as completed by the entire staff prior to the implementation period, at the end of five weeks, and at the completion of the ten week period (See Appendix C).

2. To complete an assessment of individual and site-specific training needs, identifying a minimum of five needs per site, and to offer a minimum of two corresponding professional development opportunities for each staff member during the implementation period.

Attainment of this objective was measured by:

(a) 100% staff completion of a questionnaire (See Appendix D) at the onset of the implementation period followed by tabulation of responses and compilation of corresponding training opportunities,

(b) verification of attendance at professional development activities by at least 18 individual staff members (75% of the direct line staff) and

(c) total staff participation in a post-training evaluation conference with the Program Director and/or Division Administrator.

3. To foster staff empowerment and enable collaboration by engaging at least 15 individual staff members (50% of the total program staff) in a networking initiative.

Attainment of this objective was measured by tabulations from a pre-implementation survey and review of site journal entries (See Appendix E).

Strategy Employed

After consideration of several options which might effectively address the problem of inconsistent program implementation a site-based management initiative was selected as the solution strategy. The restrictions of a program operating on a part-time basis offer major challenges to administration and direct line staff, thus the practicum objectives were designed to address three of the areas which present concerns frequently evidenced throughout the literature and apparent in consultation with other leaders within the profession. The project involved the collaboration of a number of key participants (Bruner, 1991) including the Division Administrator, Program Director and Program Assistant, Site Directors, Site Assistants, and other program support staff. Local and State School Age Child Care Technical Advisors offered feedback throughout the implementation period. Collaboration was fostered at every level of program operation beginning with a participatory introductory conference wherein the practicum summary and goals were discussed.

In order to achieve the objective of meeting professional needs of the program staff, it was necessary to review the staffing model giving careful attention to availability and tenure of individual staff members at each site. Quality programs depend upon schedule, routines and human relationships, which complement and enrich one another (Bloom, 1993). Every effort was made to assure that the most consistent staffing pattern possible was assigned throughout the program. Each staff member needs to feel as if he is an important and valued member of the team (Sisson, 1991). The job satisfaction survey (See Appendix C) was developed utilizing statements regarding several widely recognized support mechanisms. It was distributed to all program staff, completed and returned to the division office. The responses were compiled, tabulated and a prioritized action plan was implemented in an attempt to successfully meet at least one need each for a minimum of 50% of the staff. Consideration was given to offering support in such forms as accommodating exceptional personal scheduling needs, providing paid preparation and meeting time (Percy and Darrah, 1991), and recognizing and affirming professional or personal achievements (Neugebauer, 1991) in order to bolster staff morale and increase the quality of program operations (See Appendix H). Other support mechanisms included offering opportunity for sharing specific talents and interests, challenging professional growth, and development of a schedule for evaluative feedback and coaching. In consultation with the Program Director and Assistant, the author requested that regular coaching and feedback be directed toward 1.) encouraging professional growth and development, 2.) challenging risk

opment, 2.) challenging risk taking and initiative and 3.) soliciting individual projects highlighting the special talents/skills of individual staff members. At the mid-point of the practicum implementation, the survey was repeated and results were compared with the previous findings. Action strategies were revised to assure actualization of the objective. Several staff-sharing activities, such as a Recycling Project, the initiation of the Chefs Du Jour Cooking Program and the design of, training for and implementation of an Adventure Education Project including orienteering, caving, and rock climbing. At the conclusion of the implementation period the survey was again distributed followed by a final tabulation and comparison (See Appendix C).

There is clear agreement among leaders in the field that specific and ongoing training is critical for those employed in school age child care (Scofield, 1993). The training needs and professional development objective was actualized by the initial use of a checklist/assessment tools (See Appendices D,F). These tools were designed to offer a comprehensive overview of training topics from which staff might perceive individual or site team needs. Provision was included for staff to request specific topics (Baden, Genser, Levine and Seligson, 1982) which were not detailed on the checklist. The assessment was distributed to every staff member and upon return was evaluated identifying the five most commonly indicated needs from each site. Those specific topics were then cross-referenced with readily available training resources, including agency in-service sessions, the community college continuing education department, the local and state school age child care technical

assistant coordinators, upcoming meetings, conferences, workshops and seminars. Each staff member was informed of upcoming training and professional growth opportunities relevant to school age child care issues. Staff were given the opportunity to attend at least two training activities during the implementation period. Documentation of attendance was required (See Appendix G) and a post-training conference (J. Edwards, personal communication, June 15,1992) was conducted with the Program Director for the purpose of reviewing the value of the training for the individual and the relevance to the overall program. Staff were encouraged to see themselves as a community of learners where continual growth is expected. Discussion strongly underscored the necessity and value of continued topic specific, age appropriate training and staff members felt affirmed and valued as professionals. The 1993 Staff Development Plan will be drafted from the data accumulated in this component of the practicum.

The final practicum objective focused on networking/ collaboration activities and the movement toward an inclusive style of leadership and management, with opportunities for group processing and team building (Trecker, 1979). Significant emphasis was being placed on coalition building and participatory decision making (A. Copeland, personal communication, September 22, 1992). This objective was particularly appropriate to the practicum as it related to an ongoing effort to generate a local and state level school age child care network. A pre-implementation survey determined the level of staff program interest and ongoing journal entries tracked the initiative (See Appendix E).

Chapter 4

RESULTS

Goal I

Clearly, the objective to address the specific professional support needs of 50% of the staff was met as evidenced by the pre, mid, and post-implementation survey tallies and rankings, as well as by the site journal entries. At the onset of the practicum, staff responses indicated the need for support in all areas of program operation (See Appendix C). The mid-point survey rankings reflect that the majority (nineteen) of the staff had taken an active role in site decision making and staff planning. Additionally, eighteen staff indicated that they felt challenged to risk taking. Verbal reports, as well as staff interviews, verify that each of these efforts was well received by the children and parents as well as the staff. The site journal entries and post-implementation survey highlight staff recognition of their individual and collective importance as professionals (See Appendix C). A verbal poll of the staff revealed that every staff member (100%) acknowledged at least one additional support mechanism that was of specific individual benefit during the implementation period.

Goal II

The assessment tool used to determine individual staff and/or site needs for specific training resulted in pre-

implementation tallies and rankings which exceeded the practicum objective of identifying five needs per site. Full Day Programs was the most requested training topic, followed by Guidance and Discipline and Team Building/Collaboration (See Appendix D). A workshop focusing on the full day schedule and appropriate activities as well as methods of guidance and discipline was offered for all staff. Eight staff members were in attendance. A training module on team building and group processing was included at the all staff meeting just prior to the Winter Holiday Program. The author served as the keynote speaker for two regional School Age Child Care Conferences which offered over thirty workshop topics relevant to the Needs Assessment topics. All staff were given the opportunity to attend and be reimbursed for these workshops. Thirteen staff participated in these conferences. The State School Age Child Care Institute offered forty workshops; two staff attended this session. A combined total of forty-three staff participated in and documented professional development activities during the implementation period. This achievement far exceeded the established goal of eighteen participants. This targeted training had a discernible positive effect on program implementation and staff morale, as evidenced by subsequent assessment tallies and journal entries (See Appendix D).

Goal III

The networking initiative was a most successful component of the practicum. The pre-implementation survey resulted in sixteen staff members indicating interest in ac-

tive participation in a network for school age child care professionals (See Appendix E). Concurrent with the implementation, the National School Age Child Care Alliance (NSACCA) facilitated a state coalition building seminar to which the author was invited. From that seminar came the impetus to assess the regional and state level of interest in the formation of a School Age Child Care Coalition. The Networking Survey was distributed to an additional two hundred school age professionals across the state. One hundred and twenty four responses indicated strong support for the establishment of a coalition; forty-seven respondents requested additional information and the remaining surveys indicated no interest in the coalition. Practicum staff, as noted in site journals (See Appendix E), were interested in the collaborative opportunities and the potential benefits to the program.

Additional results of the networking goal included the convening of a task force to guide the evolution of a coalition and the completion of a mission statement (See Appendix F). As a result of task force initiatives, a state coalition was formalized, and the author was elected president of the organization. Each of the practicum staff will receive paid memberships in the coalition, thereby exceeding the goals and maximizing the ongoing opportunities for collaboration and participatory leadership among professionals. A linkage of support has already been established with the local and state Association for the Education of Young Children affiliates with assigned representation to the National School Age Child Care Association annual conference.

Chapter 5

CONCLUSIONS AND RECOMMENDATIONS

While a statement of philosophy and methodology along with clearly defined program goals existed for the school age centers, actual implementation lacked consistency from site to site. Such inconsistency was strongly linked to an ineffective staffing model including training inconsistencies, and lack of comprehensive professional support.

The solution strategy employed focused on site-based management techniques. After an assessment of individual staff training, support and networking needs, action plans were implemented to enhance job satisfaction, and maximize professional growth and development opportunities.

Professional support mechanisms were instituted and emphasized relevant to specifically defined needs (Neugebauer, 1991). Daily and weekly schedules were crafted after taking into consideration individual staff availability and/or constraints (See Appendix H). Reimbursement was allowed for preparation time and ongoing training activities (Garfat, 1992). At each site, staff were encouraged and affirmed in active involvement including planning and decision making (Percy and Darrah, 1991). Regularly scheduled and called meetings, as well as memorandum, calendars and program directives fostered effective communication among all staff (Bloom, 1993). Each staff member was consistently encouraged to share special or creative talents as an enrichment to the program (Sisson, 1991). Regular feedback, coaching, recognition and affirmation were used to create a positive organizational climate characterized by collaboration and group

processing (Smiar, 1992). An initiative was undertaken to establish a cooperative network coalition to reduce feelings of isolation and increase professional recognition and esteem (T. Ballas, personal communication, October 8, 1992).

The outcomes of the practicum were met in every case and, generally, exceeded the established goals. Given the focus on site-based management, the inherent conclusion is that the synergy created by working together as site teams (Kagan and Rivera, 1991) produced increased job satisfaction and enhanced overall program quality. Supported by Stephen Covey's theory that interdependence is of greater value than independence (1989) staff learned to work toward consensus in all endeavors, enabling shared leadership and achieving program success.

The practicum outcomes consistently fell within the parameters outlined in the scholarly literature and expressed by professional consultants. Administrators faced with similar challenges might implement the following recommendations:

1.) Prioritize the assessment of needs within each program component and within the context of individual program locations.

2.) Building consensus, group projects and team work are intensive processes essential to effective site-based management. Even limited collaborative efforts can be catalysts to broader change if they develop clear and specific goals and are given autonomy to achieve such goals.

3.) The key to furthering such ''solutions,'' in the practicum setting and other programs remains in being continually responsive to the needs of those providing and

those receiving services (Bruner, 1991). Periodic targeted assessments, along with a commitment to formative and summative evaluation, will afford the critical information needed to make data based decisions and to offer high quality school age programs.

The practicum results will be outlined and submitted as a presentation proposal to the Association for the Education of Young Children local and state affiliate conferences. A summary of the practicum report has been requested by the State Department of Elementary and Secondary Education, Community Education Division for possible use by Regional School Age Technical Assistance Coordinators. The report will also be presented to the State School Age Child Care Coalition at the annual conference. As other appropriate opportunities present, the report or any relevant portion(s) thereof will be made available for publication and/or dissemination. Practicum strategies will be utilized on an ongoing basis throughout the multi-site school age centers, including at least annual distribution of surveys and assessments, and corresponding revision of goals, objectives and work plans relevant to structured monitoring and quarterly evaluations.

As the school age child care profession continues to evolve and advance, (Neugebauer, 1993) the practicum setting is committed to maintaining a leadership role in the development of successful model programs.

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APPENDICES

APPENDIX A

PRACTICUM OBJECTIVES

Appendix A

Objective I: To meet at least one stated professional need of each of 12 individual staff members, (50% of direct line staff) through the implementation of a revised staffing model.

Action Strategy:

1.) Survey distributed to assess staff perception of/ need for professional support mechanisms.
2.) Tabulation and review of survey responses.
3.) Design and implementation of plan to meet indi cated needs.
4.) Observations, anecdotal records, interviews and journal entries track staff response to plan.
5.) Survey redistributed. Results compared.
6.) Plan amended/revised as relevant to indicated needs.
7.) Step #4 repeated.
8.) Survey redistributed requesting ranking of impor tance of support mechanisms.
9.) Comprehensive data analyzed.
10.) All staff conference held to report and evaluate results of plan.

Objective II: To complete an assessment of individual and site-specific training needs, identifying a minimum of five needs per site, and to offer a minimum of two corresponding professional development opportunities for each staff member during the implementation period.

Action Strategy

1.) Assessment distributed to determine training needs as perceived by staff.
2.) Tabulation and review of assessment responses.
3.) Compilation of training opportunities relevant to expressed needs.
4.) Staff participate in training session(s), complete training record, attend follow-up conference with Program Director and Division Administrator.

5.) Training data analyzed. End-of-project evaluation attended by all staff. Results serve as format for annual staff development plan.

Objective III: To foster staff empowerment and enable collaboration by engaging at least 15 individual staff members (50% of total program staff) in a networking initiative.

Action Strategy

1.) Survey distributed to all staff to assess level of interest in networking initiative.
2.) Tabulation and review of survey responses.
3.) Initiated contact with local and state school age care professionals and distributed survey (relevant to expressed interest)
4.) Tabulation and review of survey responses.
5.) Held informational meeting with program staff, local and state representatives in attendance. Named task force to effect coalition building.
6.) Held follow-up organizational meeting. Elected officers. Established structure for statewide coalition to serve as the standard bearing organization for school age care professionals. Task ongoing.

APPENDIX B

IMPLEMENTATION PLAN

Appendix B

Plan for Implementation Activities and Evaluation

The actions and activities for implementing this proposal was organized into three major areas, each of which corresponded to a specific practicum objective. At the onset of the implementation period, the author conducted an informational meeting, for the purpose of introducing the problem statement and engaging the involvement and support of the program staff in the implementation of the project. Work on each of the three major task areas was simultaneously undertaken by key program participants. In the final week of the implementation period, an evaluation conference was held to allow for comprehensive input and synthesis of resulting information.

Week 1:

Task 1: The Program Director was distributed, to all program staff, the Professional Needs Survey, which was completed and returned to the Division Office via the regularly scheduled courier. The results of the survey were tabulated by the author and a relevant action plan for the initiation of specific support mechanisms was determined as a joint effort of the author, the Program Director and the Program Assistant.

Task 2: The Program Director distributed to all Site Directors the Training Assessment tool and each site team member completed and returned the form to the Division Of-

fice via the regularly scheduled courier. The survey data was compiled by the author who then gathered information regarding corresponding upcoming training opportunities available to the program staff.

Task 3: The Program Director distributed the Networking Survey to all direct-line staff. The survey was returned to the Division Office via regularly scheduled courier and responses were tabulated by the author.

Week 2:

Task 1: Support mechanisms per staff-indicated need,were offered throughout the program. The author was responsible for the initiation of any, and all support mechanisms, although joint implementation strategies were sometimes required.

Task 2: The author and the Program Director jointly researched training opportunities available to all staff. Each staff was requested to indicate two preferred trainings. Provision for attendance was accomplished by the author.

Task 3: The author, with assistance of other area school age child care professionals and with knowledge of the survey results, scheduled an organizational network meeting.

Week 3:

Task 1: Continued implementation of needed supports occurred, with site journals, staff meetings and conferences and observations by Program Director documenting behavioral/ operational changes.

Task 2: Staff began attending training sessions per individual schedules. Each staff conferenced with the Program Director after completion of training, so that individual and program benefit could be documented.

Task 3: The organizational network coalition meeting occured, with the author, Program Director, representative program staff and other interested parties in attendance. As a joint effort, a framework and initial plan for network/ coalition activities was established at this meeting.

Weeks 4-5:

Tasks 1 - 3: Project activities continued, under the guidance and direction of the author and Program Director. Ongoing observations with journal entries, informal staff interviews and regularly scheduled program meetings occurred. At the end of the fifth week the survey for Task 1 was redistributed, results were compared and the process was refined.

Weeks 6-9:

Task 1: Support mechanisms continued to be implemented in joint fashion, with ongoing observation and evaluation input from Site Director, Program Assistant and Program Director. The author tracked site journals and staff meeting reports to evaluate the effectiveness of the implemented supports.

Task 2: Training opportunities were ongoing as were follow up conferences. The author began formulation of a plan for staff leadership in in-service sessions relevant to the training sessions which were attended.

Task 3: Coalition activities, via networking was ongoing. This included the formulation of a task force to explore specific school age program issues, presentations by guest speakers, social events, advocacy efforts, etc. The author was involved in the network and documented all activities for review and evaluation at the end of the implementation period.

Week 10:

Task 1: The professional needs survey was distributed a final time and the author compared results with the previous findings. Staff were asked to participate in an evaluation conference for the purpose of discussing the supports which were effected during the implementation period. A report of site journal entries detailed the staff perceptions of re-

sulting benefits/or lack thereof as related to the initiated support mechanisms.

Task 2: As training sessions and follow-up conferences were completed, all program staff attended an evaluation meeting, reviewed the merits of the training opportunities and gave input as to the formation of a program specific staff development plan to be implemented in the coming year.

Task 3: All staff participants of the networking initiative were asked to attend an evaluation meeting. They exchanged information regarding the experience and discussed the continuation strategies needed to enable the longevity of the coalition.

The implementation plan herein outlined offered a realistic schedule, and afforded opportunity for formative and summative evaluation. The author offered ongoing leadership and direction to the entire project, and actively participated in numerous components to assure credibility and closure. The spectrum of activities fell within the scope of authority and autonomy of the author's position within the agency, therefore, no additional clearances or authorizations were required prior to implementation. There was adequate and appropriate support throughout the agency and the division.

Finally, in that the author is currently involved on a local, state and regional level in school age program leadership and advocacy, the information and activities gleaned from this project will be shared in coalitions, collaboratives and conferences throughout the profession.

APPENDIX C

JOB SATISFACTION SURVEY

TALLIES AND SAMPLE JOURNAL ENTRIES

Appendix C

Job Satisfaction: Meeting Professional Needs Survey

Name/Site_____

Please check all that apply...

____1. My personal preferences and needs are taken into consideration when assigning the weekly schedule.

____2. Adequate paid time is provided to allow me to participate in preparing for my job responsibilities.

____3. There is opportunity for me to be actively involved in the decision-making and planning at my site.

____4. Feeling isolated, or out of touch, with others on my site staff or the profession is common to me.

____5. There is an effective system for ongoing communication among all program staff.

____6. Regular opportunities are provided for me to share my special/creative talents in the program.

____7. My supervisor/Program Director challenges me to take risks and to grow in the profession.

____8. Evaluative feedback and coaching is a regular part of the school age program.

____9. Professional recognition and personal affirmation are common in the program.

___10. I would like the opportunity to work full-time as a school age child care professional.

Please complete this brief survey and return to the Division Office via the next courier run. This information will facilitate improvement in the staffing model and support mechanisms for the school age program. Please be candid in your response. Thank you for your time and assistance.

Appendix C

Pre-implementation results

Job Satisfaction: Meeting Professional Needs Survey

Name/Site_____

Please check all that apply... RANK

15 1. My personal preferences and needs are taken into consideration when assigning the weekly schedule. 4

16 2. Adequate paid time is provided to allow me to participate in preparing for my job responsibilities. 3

16 3. There is opportunity for me to be actively involved in the decision-making and planning at my site. 3

1 4. Feeling isolated, or out of touch, with others on my site staff or the profession is common to me.

18 5. There is an effective system for ongoing communication among all program staff. 1

17 6. Regular opportunities are provided for me to share my special/creative talents in the program. 2

14 7. My supervisor/Program Director challenges me to take risks and to grow in the profession. 5

16 8. Evaluative feedback and coaching is a regular part of the school age program. 3

14 9. Professional recognition and personal affirmation are common in the program. 4

9 10. I would like the opportunity to work full-time as a school age child care professional.

Please complete this brief survey and return to the Division Office via the next courier run. This information will facilitate improvement in the staffing model and support mechanisms for the school age program. Please be candid in your response. Thank you for your time and assistance.

Appendix C

Mid-point results

Job Satisfaction: Meeting Professional Needs Survey

Name/Site_____

Please check all that apply... RANK

11 1. My personal preferences and needs are taken into consideration when assigning the weekly schedule. 4

4 2. Adequate paid time is provided to allow me to participate in preparing for my job responsibilities.

19 3. There is opportunity for me to be actively involved in the decision-making and planning at my site. 1

3 4. Feeling isolated, or out of touch, with others on my site staff or the profession is common to me.

17 5. There is an effective system for ongoing communication among all program staff. 3

17 6. Regular opportunities are provided for me to share my special/creative talents in the program. 3

18 7. My supervisor/Program Director challenges me to take risks and to grow in the profession. 2

5 8. Evaluative feedback and coaching is a regular part of the school age program.

6 9. Professional recognition and personal affirmation are common in the program.

10 10. I would like the opportunity to work full-time as a school age child care professional. 5

Please complete this brief survey and return to the Division Office via the next courier run. This information will facilitate improvement in the staffing model and support mechanisms for the school age program. Please be candid in your response. Thank you for your time and assistance.

Appendix C

Post-implementation results

Job Satisfaction: Meeting Professional Needs Survey

Name/Site_____

Please check all that apply... RANK

__3__ 1. My personal preferences and needs are taken into consideration when assigning the weekly schedule. 5

__0__ 2. Adequate paid time is provided to allow me to participate in preparing for my job responsibilities.

__15__ 3. There is opportunity for me to be actively involved in the decision-making and planning at my site. 1

__0__ 4. Feeling isolated, or out of touch, with others on my site staff or the profession is common to me.

__9__ 5. There is an effective system for ongoing communication among all program staff. 3

__12__ 6. Regular opportunities are provided for me to share my special/creative talents in the program. 2

__12__ 7. My supervisor/Program Director challenges me to take risks and to grow in the profession. 2

__0__ 8. Evaluative feedback and coaching is a regular part of the school age program.

__4__ 9. Professional recognition and personal affirmation are common in the program. 4

__9__ 10. I would like the opportunity to work full-time as a school age child care professional. 3

Please complete this brief survey and return to the Division Office via the next courier run. This information will facilitate improvement in the staffing model and support mechanisms for the school age program. Please be candid in your response. Thank you for your time and assistance.

Appendix C

Job Satisfaction - Sample Site Journal Entries

NOVEMBER 1992

''The skills certain people bring are worth more than present compensation. However, the wonderful aspect about the job, and the one that keeps us, is the absolute freedom we have to try new, creative ideas. As an artist, this counts for a lot! We are blessed with a wonderful mix of people right now. Maybe we all enjoy this freedom.''

''Child Care has no status in our society at present... this is reflected in the low pay.''

''I can implement any creative idea I like. This is a big plus in this line of work and what keeps people around.''

''I think having a consistent staff is really what helps make a program.''

''The courier service is a really great idea for communication.''

Appendix C

Job Satisfaction - Sample Site Journal Entries

DECEMBER 1992

''The opportunity for me to be actively involved in planning and decision making is most important to me because a good program means having sound ideas that will work is SAC. In my position I am given the opportunity to develop my own ideas into something meaningful.''

''The more feed back I get, the more excited I get about the program. I feel I do a better job when I get encouragement from my Directors.''

''I need full-time employment and would like the opportunity to work full-time as a school age child care professional. I enjoy working with school age children in a non-academic setting.''

''In order to make the program work, we all have to work together.''

''I know, as a student, that the demands of my schedule present a real challenge to any employer. The program has always been willing to work with me on this and provide a 'patchwork' schedule that would meet both my needs and the needs of the program. This represents a real commitment to me as an employee, and it is something I have always appreciated.''

''The communication system is where teamwork come in to play, in that we're all pulling in the same direction to reach a common goal - a qualitative program.''

Appendix C

Job Satisfaction - Sample Site Journal Entries

JANUARY 1993

''Acting as site director allows many opportunities for me to show my creative skills.''

''There is ample opportunity for me to be active in all aspects of what goes on at our site. Whenever changes are made, it is because it is something we all agree on. Our director is very open and encourages us to be active in all areas of the program plan.''

''The meeting schedule - especially the Directors and staff meetings make me feel more comfortable and clarify program goals.''

''The acknowledgments help me to grow personally and professionally. The positive attitude is passed from me to my co-workers and to the children in the program.''

''I am asked to contribute my ideas on everything we do at our site. I am involved in decision making and planning - this is most important to me.''

''I am a school age professional! After receiving an early childhood degree, I chose to pursue a career in school age child care. I am a risk taker. I need a supervisor who allows me to take risks and challenges me. My passion needs space to grow - thank you for giving me opportunities to grow!''

APPENDIX D

TRAINING NEEDS ASSESSMENT

TALLIES AND SAMPLE JOURNAL ENTRIES

Appendix D

Staff/Site Training Needs Assessment

Name/Site_____

Please mark all topics, regarding which you feel specific training is needed in order to facilitate a consistent quality school age program, by indicating "I" for individual needs or "S" for site team needs.

_____Staff/Child, Staff/Adult Interactions

_____Developmentally Appropriate Practice

_____Quality Program Standards

_____Guidance and Discipline

_____Transitions

_____Diversity/Anti-Bias Issues

_____Experiential Learning

_____Music and Movement

_____Creative Arts

_____Non-Competitive Games

_____Full Day Programs

_____Child Centered Curriculum

_____Science/Math Activities

_____Use of Site Management Binder

_____Team Building/Collaboration

_____Coaching and Feedback

_____Shared Spaces/Environments

_____Licensing Regulations

_____Voluntary Accreditation

_____Health and Safety

_____Nutrition and Food Service

_____Program Evaluation

_____Inclusion/Special Needs

_____Routines and Record keeping

_____Advocacy Issues

_____Professional

Other training needed:

_____

The results of this assessment will be compiled, shared with all staff, and used in selecting relevant training opportunities and as a step in preparing a comprehensive program specific staff development plan. Please complete immediately and return to the Division Office via the next courier run. Thank you for your input.

Appendix D

Pre-implementation results

Staff/Site Training Needs Assessment

Name/Site_____

Please mark all topics, regarding which you feel specific training is needed in order to facilitate a consistent quality school age program, by indicating "I" for individual needs or "S" for site team needs.

RANK			RANK
4	11 Staff/Child, Staff/Adult Interactions	6 Use of Site Management Binder	
3	12 Developmentally Appropriate Practice	14 Team Building/Collaboration	2
5	10 Quality Program Standards	9 Coaching and Feedback	
2	14 Guidance and Discipline	8 Shared Spaces/Environments	
	9 Transitions	11 Licensing Regulations	4
5	10 Diversity/Anti-Bias Issues	9 Voluntary Accreditation	
	7 Experiential Learning	10 Health and Safety	5
	7 Music and Movement	8 Nutrition and Food Service	
	5 Creative Arts	6 Program Evaluation	
4	11 Non-Competitive Games	7 Inclusion/Special Needs	
1	18 Full Day Programs	8 Routines and Record keeping	
5	10 Child Centered Curriculum	7 Advocacy Issues	
	6 Science/Math Activities	7 Professional	

Other training needed:

The results of this assessment will be compiled, shared with all staff, and used in selecting relevant training opportunities and as a step in preparing a comprehensive program specific staff development plan. Please complete immediately and return to the Division Office via the next courier run. Thank you for your input.

Appendix D

Mid-point results

Staff/Site Training Needs Assessment

Name/Site_____

Please mark all topics, regarding which you feel specific training is needed in order to facilitate a consistent quality school age program, by indicating "I" for individual needs or "S" for site team needs.

RANK				RANK
	11	Staff/Child, Staff/Adult Interactions	6 Use of Site Management Binder	
4	12	Developmentally Appropriate Practice	19 Team Building/Collaboration	1
2	18	Quality Program Standards	0 Coaching and Feedback	
5	13	Guidance and Discipline	1 Shared Spaces/Environments	
	1	Transitions	11 Licensing Regulations	
	11	Diversity/Anti-Bias Issues	15 Voluntary Accreditation	3
	1	Experiential Learning	5 Health and Safety	
	0	Music and Movement	2 Nutrition and Food Service	
	3	Creative Arts	3 Program Evaluation	
	10	Non-Competitive Games	5 Inclusion/Special Needs	
4	12	Full Day Programs	6 Routines and Record keeping	
	11	Child Centered Curriculum	18 Advocacy Issues	2
	0	Science/Math Activities	0 Professional	

Other training needed:

The results of this assessment will be compiled, shared with all staff, and used in selecting relevant training opportunities and as a step in preparing a comprehensive program specific staff development plan. Please complete immediately and return to the Division Office via the next courier run. Thank you for your input.

Appendix D

Post-implementation results

Staff/Site Training Needs Assessment

Name/Site_____

Please mark all topics, regarding which you feel specific training is needed in order to facilitate a consistent quality school age program, by indicating "I" for individual needs or "S" for site team needs.

RANK			RANK
	2 Staff/Child, Staff/Adult Interactions	3 Use of Site Management Binder	
	1 Developmentally Appropriate Practice	1 Team Building/Collaboration	
	3 Quality Program Standards	1 Coaching and Feedback	
	2 Guidance and Discipline	2 Shared Spaces/Environments	
	1 Transitions	4 Licensing Regulations	5
2	7 Diversity/Anti-Bias Issues	6 Voluntary Accreditation	3
	1 Experiential Learning	1 Health and Safety	
	1 Music and Movement	1 Nutrition and Food Service	
5	4 Creative Arts	1 Program Evaluation	
4	5 Non-Competitive Games	2 Inclusion/Special Needs	
3	6 Full Day Programs	3 Routines and Record keeping	
	1 Child Centered Curriculum	7 Advocacy Issues	2
	4 Science/Math Activities	11 Professional	1

Other training needed:

The results of this assessment will be compiled, shared with all staff, and used in selecting relevant training opportunities and as a step in preparing a comprehensive program specific staff development plan. Please complete immediately and return to the Division Office via the next courier run. Thank you for your input.

Appendix D

Training Needs Assessment - Sample Site Journal Entries

NOVEMBER 1992

''My program and site are still pretty much in experimental stages - all topics of training are needed.''

''I need work shops on full day programs, licensing standards, and voluntary accreditation. None of these are covered in my degree program.''

''We need to know games that don't involve competition because children approach many things with a competitive spirit, thus pouting when they lose.''

''How about a course in guidance and discipline - with children at different ages and levels of development, this is a tough job.''

''Advocacy issues - I'd like to know more about the issues facing child care.''

Appendix D

Training Needs Assessment - Sample Site Journal Entries

DECEMBER 1992

''Full day programs are very different - the special training workshop you offered us really helped during the holiday break.''

''I enjoyed our group processing and team building workshop. I especially liked getting the affirmation dots - it helped us to be better listeners and to work together.''

''I need more administrative training.''

''Career options - can we learn more about future opportunities or professional growth?''

''The orientation on developmentally appropriate practice was helpful - but I need to know/practice more.''

''The non-competitive games training was enjoyable. Knowing non-competitive games helps the games flow smoother and leaves all the participants happy.''

Appendix D

Training Needs Assessment - Sample Site Journal Entries

JANUARY 1993

''Training in DAP has helped me with writing plans that stimulate children and allow them to have fun.''

''The information on guidance and discipline let me work with children without going overboard.''

''The team building meeting was the most fun and most productive of the year. I learned alot about my fellow staff - and my self, too!''

''The full day program workshop helped the staff and children to be more organized.''

''It was good to have the licensing rep explain the rules and answer questions. I feel more comfortable about her visits now.''

''I like having a chance to say what training we need. the SAC conference was a good experience, too.''

APPENDIX E

NETWORKING SURVEY

TALLIES AND SAMPLE JOURNAL ENTRIES

Appendix E

School Age Care Networking Survey

Name/Site_____

Please answer the following questions and return the survey to the Division Office via the next courier run. You will be contacted regarding the schedule for an organizational meeting. Thank you for your response.

1. I would be interested in participating in the establishment of a school age care professional network.

   Yes_____ No_____ Need more information_____

2. I would attend an organizational meeting, in my area, to support a SAC network.

   Yes_____ No_____

3. The best time for regular network meetings to be held is:

   Weeknight _____ Time_____

   Saturday/Sunday_____ Time_____

4. I think that a SAC newsletter would be of interest and value to me as a professional.

   Yes_____ No_____

   A newsletter should be distributed:

   Monthly____ Bi-Monthly____ Quarterly____ Bi-Annually____ Other____

5. SAC topics which should be considered at meetings and/or in the newsletter:

   _____

6. Other services I would like the network to offer:

   _____

7. Please contact me with follow up information:

   Yes_____ No _____

Appendix E

Pre-implementation results

School Age Care Networking Survey

Name/Site_____

Please answer the following questions and return the survey to the Division Office via the next courier run. You will be contacted regarding the schedule for an organizational meeting. Thank you for your response.

1. I would be interested in participating in the establishment of a school age care professional network.

   Yes 16 No 1 Need more information 2

2. I would attend an organizational meeting, in my area, to support a SAC network.

   Yes 14 No 1

3. The best time for regular network meetings to be held is:

   Weeknight X Time (15) 6 PM

   Saturday/Sunday Saturday (4) Time (2) AM (2) PM

4. I think that a SAC newsletter would be of interest and value to me as a professional.

   Yes 14 No 1

   A newsletter should be distributed:

   Monthly 5 Bi-Monthly 5 Quarterly 4 Bi-Annually 2 Other____

5. SAC topics which should be considered at meetings and/or in the newsletter:

   Developmentally Appropriate Practice, Full Cost of Quality, Quality Standards, Diversity/Anti-Bias Curriculum, Social Activities

6. Other services I would like the network to offer:

   Social Committee, Scholarships, Special Projects, Grants, Peer Evaluations

7. Please contact me with follow up information:

   Yes 18 No 1

Appendix E

Networking Survey - Sample Journal Entries

NOVEMBER 1992 - JANUARY 1993

''A SAC network would be valuable because you get ideas from other programs - what activities others have tried - how it worked - why it didn't work.''

''We need to meet with people who do full day Summer Camp.''

''A network could include community collaborations - the basic problems and needs can be met head-on.''

''I am now a member of NAEYC and I receive newsletters and journals. I also receive a schedule of conferences. The only problem is that I don't feel that I am involved in the program. If a network is set up, I want to feel as if I am part of the program and contributing to it.''

''The network will be a wonderful advocate for school age programs.''

''We have opened up concerns we have about the profession. We're working for recognition and representation - to teach and show parents and others how important these programs are - that we deserve better budgets and higher pay - also for communities to cooperate with us.''

''... it would be fun to meet other school age child care professionals in the area.''

''Networking - sharing - great!''

APPENDIX F

SITE CHECKLIST

SCHOOL AGE CENTER WEEKLY SITE CHECKLIST

*Site Management Binder available and up-to-date? All staff have read? Adequate supply of all Management Forms available?

*Licensing Rules in Binder - All staff have read and signed Acknowledgment?

*Developmentally Appropriate Practice Manual in binder?

*Licenses posted as required - DFS/Business?

*Current Staff roster and schedule available?

*Training documentation current/available?

*Current Staff medical and TB test results on file?

*Abuse Screenings current/available?

*Emergency Drill record current? Evacuation plan posted?

*Telephone immediately accesible and in working order? Emergency numbers posted near phone?

*Cot and sheet available for ill child care?

*Accident/Incident and Disciplinary Forms completed prn?

*Soap and paper towels available in rest rooms?

*Staff time sheets completed on ACTUAL TIME basis and submitted to Branch office?

*Children's files and emergency cards current and available?

*Physical plant concerns/needs communicated to Program Director immediately?

*DFS Sign-In sheets completed for each child daily/ turned in weekly?

*Site Roster/Report monitored daily and submitted to Branch Office?

*Lesson Plans completed as required?

*In compliance with Program Image Guidelines?

*Ongoing entries in site journal?

*Monthly Calendars, Supply Orders, Abscence Requests being completed per required schedule?

APPENDIX G

STAFF TRAINING RECORD

APPENDIX C

STAFF TRAINING RECORD

Employee's Name: _____ Title: _____

Period of Documentation: __/__/__ to __/__/__

Office Location: _____

Supervisor: _____ Title: _____

1. Name of conference or workshop: _____

   Date: _____ Site: _____

   Sponsor: _____ Workshop fee: $_____

   Brief content description: _____

   _____

   Lead presenter (if applicable): _____

   Follow-up report requested: Yes___ No___ Submitted/Date: _____

   Other Information: _____

2. Name of conference or workshop: _____

   Date: _____ Site: _____

   Sponsor: _____ Workshop fee: $_____

   Brief content description: _____

   _____

   Lead presenter (if applicable): _____

   Follow-up report requested: Yes___ No___ Submitted/Date: _____

   Other Information: _____

3. Name of conference or workshop: _____

   Date: _____ Site: _____

   Sponsor: _____ Workshop fee: $_____

   Brief content description: _____

   _____

   Lead presenter (if applicable): _____

   Follow-up report requested: Yes___ No___ Submitted/Date: _____

   Other Information: _____

** Please forward this form to _____ twice annually for enclosure in personnel files. (Attach to annual evaluations.) Thank you.

APPENDIX H

STAFF SHARING CALENDAR

STAFF SHARING

NOVEMBER 1992

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
2 SITE STAFF MEETING NATHANIEL HAWTHORNE & DELMAR HARVARD	**3**	**4** DIRECTORS' MEETING AT COUNTY BRANCH 5:30 p.m. to 6:30 p.m.	**5** FULL DAY PROGRAM-F.P. NO KEYS OR ELC AT BEL NOR NO TUTORIAL AT KINLOCK	**6** FULL DAY PROGRAM - F.P NO KEYS OR ELC AT BEL NOR NO TUTORIAL AT KINLOCK
9 SITE STAFF MEETING NATHANIEL HAWTHORNE & DELMAR HARVARD	**10** SITE STAFF MEETING BEL NOR	**11**	**12** SITE STAFF MEETING JACKSON PARK & FLYNN PARK	**13** NO ELC OR KEYS AT BEL NOR
16 SITE STAFF MEETING NATHANIEL HAWTHORNE & DELMAR HARVARD	**17** SITE STAFF MEETING BEL NOR	**18** DIRECTORS' MEETING AT COUNTY BRANCH 5:30 p.m. to 6:30 p.m.	**19** SITE STAFF MEETING JACKSON PARK & FLYNN PARK	**20**
23 SITE STAFF MEETING NATHANIEL HAWTHORNE & DELMAR HARVARD	**24** SITE STAFF MEETING BEL NOR	**25**	**26** THANKSGIVING	**27** ENJOY YOUR DAY OFF EATING LEFT-OVERS!!!!!!
30 SITE STAFF MEETING NATHANIEL HAWTHORNE & DELMAR HARVARD				

SCHOOL AGE CENTERS

Always TOGETHER...Having Fun!!!

APPENDIX I

COALITION DATA AND MISSION STATEMENT

Appendix I

Coalition Data and Mission Statement

At the State School Age Child Care Institute a break out session centered on the preliminary vision of a School Age Child Care Coalition and generated the following list as components to address:

- Will the State School Age Child Care Advisory Committee be the starting point from which membership is built?
- Quality SACC
- Affordable Child Care
- Accessible Child Care
- Child Care Advocacy
- Public Policy
- Promoting Child Care as a Profession
- Educating the public on Child Care/ Public Relations
- Impacting quantity of child care
- Serving needs of all SACC professionals
- Community Impact
- Continuation of Care-infancy to school age and beyond (address the ''big picture'' of child care
- Resource and Referrals for parents
- Training for Providers
- Resources for Providers
- Networking with other SACC professionals
- Promote SACC through public speaking, newsletter
- Dissemination of information regarding SACC
- Adequate funding for programs, parent fees
- Coordination with early childhood care - strength by collaboration

- Encourage diversity
- Focus on the family
- Affiliation with the National School Age Child Care Alliance

Based on the ideas generated (listed above), we discussed eight possible committees which will comprise the SACC Coalition:

1. Resource Development, Funding
2. Advocacy/Public Education/Public Policy
3. Training/Technical Assistance
   - Public Education
   - Parent Education
   - Provider Education
4. Membership
   - Recruitment
   - Maintain awareness in other Agencies
   - Insure geographical representation
5. Finance/Budget for Coalition
6. Marketing/Public Relations
   - Newsletter
   - Media Exposure
7. Resource and Referral
8. Executive Board - chairperson of above committees to communicate objectives and efforts of each committee

We also generated a list of groups, organizations, services and entities that would have an interest in school age child care. We discussed that the following groups would be prudent inclusions in the development of a SACC Coalition:

Senior Citizens Groups:

- Retired Teachers Association
- Intergenerational Organizations
- Community/Senior Citizens Centers
- AARP

Cultural Arts

- Museums
- Musicians
- Drama Clubs
- Dance Groups
- Artisans
- Cultural Art Councils

Foundations

- Local libraries have index of philanthropic foundations

Health Care

- Red Cross
- Nurse Associations
- Heart Association
- Department of Mental Health
- Child Life Programs
- Hospitals
- AMA
- State and City Health Departments
- Dental Association

Employers and Business

- Any business that employs parents
- Local Grocery Stores
- Banks
- Insurance Companies
- Realtors

- Lawyers
- Retailers
- Industry

Representatives from shopping malls and convenience stores

- any place where youth ''hang out''

Juvenile Justice

- Probation Officers
- Juvenile Court
- Group Home for Youth
- Police Departments

State Government

- Department of Education
- Department of Aging
- Department of Conservation
- Department of Natural Resources
- Department of Social Services
- Department of Public Safety
- Department of Transportation
- Legislators

Municipal Facilities and Services

- City Government
- Libraries
- University Extension

Religious Groups

Professional Organizations and Clubs

- Missouri Home Economics Association
- Lions Club
- Missouri Assoc. for the Education of Young Children
- Optimist Club
- Kiwanis Club

- League of Women Voters
- Rotary Club
- Sertoma Club

Public and Private Schools

- School Board
- School Counselors
- Parent Organizations
- Superintendents/Principals/Teachers
- School Volunteers
- Special Education

Media

- Radio/TV/newspapers/weekly fliers/newsletters

Social Services

- Department of Social Services
  Division of Family Services
  Youth Services
  Child Care Licensing
- Alcohol and Drug Abuse Programs
- Foster Care Services

Universities and Colleges

- University Extension Services
- Elem. and Sec. Education Dept.
- Child Development Departments
- Human Environmental Studies College
- Recreation Department
- Psychology/Sociology Departments

Youth Services Organizations

- Boys and Girls Clubs
- Campfire Boys and Girls
- 4-H Youth Development

- YMCA
- YWCA
- Church Youth Groups
- Girl and Boy Scouts

Politicians

Military

- Family and Child Care Policy Makers
- Child Care Professionals on Military Bases

Family

- Block Parents
- PTA Groups
- Volunteers
- Family Preservation Clients
- Grandparents

APPENDIX I

COALITION MISSION STATEMENT

Missourians interested in School-Age Child Care (SACC) have formed a Task Force to aid in the development of a statewide SACC Coalition. The Task Force comprised the following as a preliminary SACC Coalition Mission Statement:

The Missouri School-Age Child Care Coalition will serve as an advocate to improve and expand the quality, availability, and professional status of School-Age Child Care statewide, through the promotion of:

* Training/Professional Development
* Public Awareness
* Legislative Process
* Community Collaboration/Networking